

## Testimony

H.B. 5078 An act imposing a moratorium on the implementation of the Common Core State Standards

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The six Connecticut Regional Educational Service Centers are not-for-profit, fee-for-service, public education agencies. Since their creation 40 years ago, RESC's have provided cost-efficient, cooperative solutions that enable schools and districts to expand services beyond what they can cost-effectively accomplish alone. The six RESCs, together as a RESC Alliance, have provided support for professional development, curriculum development and assessment, magnet schools/choice program, technology support and training, early childhood services, special education and related services and transportation, to name a few. The RESCs have a long and successful history of supporting new curriculum, instruction and assessment initiatives as a statewide delivery system. As such, we would like to address HB 5078 from a historical perspective.

Connecticut has a long history of the adoption and implementation of standards. Back in the 1980's the key standards were the Common Core of Learning. That document became replaced with the Connecticut Frameworks. These documents, just like Common Core State Standards, were simply this: an articulation of knowledge, skills and understandings that we wanted the children of Connecticut to know and be able to do. Over time, they were revised and improved upon. Those documents then became a scaffold upon which a curriculum could be built. They were not the curriculum. The new Common Core State Standards are only that, an articulation of what our students should know and be able to do. It is not a curriculum. It is not a test. It is simply a framework or blueprint upon which districts can examine their own curriculum and determine whether and to what extent to modify or develop their own curriculum.

To place a moratorium on defining what students should know and be able to do would not stop the work that has already taken place and continues to take place.

Across the state, before these new "frameworks" were adopted, teachers and administrators examined these college and career ready standards and considered them in light of the existing frameworks

Immediately following their adoption by the State Board of Education, teachers and administrators began studying the frameworks in greater depth. They examined what was the same and what was different from our current CT Frameworks. They examined existing curriculum documents and identified gaps in practice or pieces that needed to be shifted across grades, become less redundant, or added to the curriculum. CT educators also examined whether the current resources still meet these standards or whether new (i.e. non-fiction) needed to be added or to augment existing curriculum. They began the recursive process of curriculum redesign. Examining the data, designing and implementing curriculum and revising that curriculum based on student feedback and progress. Although this work has varied across the state, examining and revising curriculum is an ongoing and continuous process that recurs regularly. It is a model of continuous improvement.

By putting moratorium on the Common Core, you are asking the educators across the state to stop learning what they have been learning in our regions over the past four years, to stop examining their students' progress and stop considering how to improve upon that practice to help their students to be ready for college and career. No framework is perfect. In the hands of highly skilled teachers, it can be a powerful asset and tool. The Alliance supports the continuing work with the Common Core State Standards as they provide a helpful tool to support curriculum design and development. The Alliance encourages support for educators to continue to learn about these standards and implement curriculum design and development over time. The RESC Alliance continues to stand ready to help Connecticut educators learn about these frameworks and implement them and integrate them into their local systems of curriculum design, implementation and evaluation.